

Method Effects of Online Gathered Evaluations of Teaching Effectiveness in University Courses

Markus Dresel

Chair of Psychology, University of Augsburg

Karen Tinsner

Evaluation Office, University of Zurich

Abstract

We conducted an empirical study with a total of N=1186 observations in order to examine potential method effects of online gathered evaluations of teaching effectiveness in university courses. We implemented a research design, in which students rated the courses twice, at one time with an online survey and at another time with a paper-and-pencil survey. Detrimental effects of the online method were statistically proofed with respect to response rate, nonresponse bias, discriminant validity of the measures of teaching quality and results of the evaluation process. Apart from the noticeable lower response rates, all method effects were small. With respect to drop out, item nonresponse, detailedness of answers on open-ended items, tendency to the mean, reliability and criterion validity of the measures no limitations in the quality of online gathered data were evident.



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Dep 5.2 – Sociology - P.O.-Box 151 150

D-66041 Saarbruecken - Germany

Phone +49 681/302-4328 - Fax. +49 681/302-3899

e-mail: redaktion@zfev.de - Web: www.zfev.de